DOCUMENT RESUME

ED 253 779 CG 017 981

TITLE	Guidelines for a Vocational Guidance System in Washington State.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	80
NOTE	13p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Counseling; *Career Guidance; Counselor Role; Counselors; Elementary Secondary Education; *Guidance Programs; Guidelines
IDENTIFIERS	*Washington

ABSTRACT

This guide for a vocational guidance system is intended for local school districts in Washington state. It begins with a brief statement of vocational guidance philosophy followed by a listing of goals and goal-related outcomes for students in K-12. Guidelines for the management team are outlined, and the role of the school staff member in an effective vocational guidance program is discussed. Guidelines for the vocational guidance counselor are presented, beginning with a philosophy statement and including an outline of basic qualities possessed by the counselor. Vocational counseling goals and guidance activity roles are outlined. The consultant role and research role of the vocational counselor are delineated, and the ideal physical environment for counseling effectiveness is described. Evaluation instruments for vocational guidance and the vocational counselor are included. (LLL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253779

VOCATIONAL GUIDANCE

GUIDELINES FOR A VOCATIONAL GUIDANCE SYSTEM

1980

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. B. Brouillet

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GUIDELINES FOR

A

VOCATIONAL GUIDANCE SYSTEM

Bruce Brennan
Assistant Superintendent
Division of Vocational-Technical and Adult Education Services

Jay Wood
Administrator
Program Development Section

Dr. Frank B. Brouillet
State Superintendent of Public Instruction
Olympia, Washington 98504

INTRODUCTION

A priority that was identified by the leadership in vocational education was to develop guidelines for a vocational guidance system and the vocational counselor.

This was accomplished through the SPI Vocational Guidance Task Force under the direction of Floyd Winegar, Director of the Upper Yakima Valley Vocational Cooperative, and Gary Dietzen, Vocational Counselor, Eisenhower High School. These materials were reviewed multiple times by the task force and the state office staff before being finalized.

These documents are intended to provide guidance to local school districts for the purpose of improving the system of vocational guidance and to give direction as to what is expected of a vocational guidance counselor. The word "program" usually has a different connotation when associated with vocational education; however, for the purpose of these documents, it is defined as a coordinated plan or guidance system.

The SPI Vocational Guidance Task Force consisted of the following individuals:

Jay Wood, Administrator
Program Development SPI

Pat Nicholson, Counselor
Seattle School District

Ed Roalkvam, Counselor
Tacoma School District

Larry Pavish, Counselor
Marysville School District

Gary Dietzen, Counselor
Yakima School District

Chuck Judd, Counselor
Highline School District

Alice Tanaka, Counselor
Renton School District

Lou Horstman, Counselor
Stevens County

Jane Melville, Counselor
Royal City School District

Kay Anderson, President
Wash. St. Personnel Guidance Association

Duane Richardson, Past President, Wash. St. Personnel Guidance Association

Ted Runberg
Washington Vocational Association

Rodney Hahn, Director
Vocational Education
Newport School District

Floyd Winegar, Director
Upper Yakima Valley
Vocational Cooperative

Don Fowler, Director
Vocational Education
Federal Way School District

VOCATIONAL GUIDANCE: PHILOSOPHY STATEMENT

Recognizing that public school systems desire students to graduate with tne knowledge, skills and attitudes necessary to become productive members of society, vocational guidance is an area which should be included in the curriculum. Specific qualities relating to guidance activities are: understanding the world of work, having job entry skills, possessing a feeling of accomplishment, receiving acceptance from peers and families, developing economic awareness, learning to make and be accountable for decisions, knowing how to avoid harmful activities, and developing good healthful living habits. It appears from this list that the development of a curriculum to teach these qualities is necessary.

A vocational guidance curriculum should include information, guidelines, goals, objectives and learning activities which will meet the need to provide students with instruction in guidance-related activities. This is an ongoing growth process related directly to character, leadership, and citizenship development. It follows that the most efficient and practical setting to accomplish this is in the classroom where the number of students impacted will be the greatest. In pursuit of this goal it is felt there needs to be a total K-12 guidance program in every school district which has been planned and developed by all segments of the community.

VOCATIONAL GUIDANCE PROGRAM

In order to establish a Vocational Guidance program, school districts may develop assessment instruments which will measure the attitudes of students, educators, community and parents along with their expectations for vocational guidance. A compilation of the survey information should help in the development of a K-12 vocational guidance program, with goals that will include, but not be limited to, the following:

1. Students develop appropriate feelings toward self and others.
   (Appreciations and Attitudes)

2. Students know themselves and develop personal value systems.
   (Self Awareness)

3. Students are able to use information in determining alternatives and reaching decisions.
   (Decision Making)

4. Students perceive relationships between education and life roles.
   (Educational Awareness)

5. Students acquire knowledge of the wide range of careers.
   (Career Awareness)

6. Students are able to perceive processes in production, distribution, and consumption relative to their economic environment.
   (Economic Awareness)

7. Students acquire and develop employment skills as ways to extend themselves into the community.
   (Beginning Competency)

8. Students develop social and communication skills appropriate to career placement and adjustment.
(Employability Skills)

GOAL RELATED OUTCOMES

1. Appreciations and Attitudes	- - - - -	Self/Social Fulfillment
2. Self Awareness	- - - - -	Self Identity
3. Decision Making	- - - - -	Career Decisions
4. Educational Awareness	- - - - -	Educational Identity
5. Career Awareness	- - - - -	Career Identity
6. Economic Awareness	- - - - -	Economic Understanding
7. Beginning Competency	- - - - -	Employment Skills
8. Employability Skills	- - - - -	Career Placement

Vocational guidance is a learning process by which students gain knowledge about the world of work and their own vocational potential. It is concerned with assisting individuals to explore many occupations in keeping with a rapidly changing society, and to adapt to possible vocational change.

During the elementary school years, the general purposes might well be to help students become aware of legitimate occupations necessary to a useful and fulfilling life. With care taken not to limit children's vocational interests, the elementary educator should strive to develop an awareness of the kinds of activities students enjoy, those they do well, as well as the personal values they are forming.

At the junior high school level, it is essential that students have an opportunity to become better informed about their abilities and personal qualities while exploring a wide range of occupational clusters. Informational aspects of this career development will help students review the world of work in general and acquaint them with the overall occupational patterns as well as to expose them to certain pre-vocational type educational experiences.

At the high school level and beyond, students are encouraged to explore specific occupational choices. They may enroll in occupational classes or select classes which will prepare them for future vocational decisions.

The effectiveness of a vocational guidance program will be enhanced by a management team which implements the following guidelines:

a. Understands the desired outcome of the vocational guidance program, perceives vocational guidance as an integral part of the educational system, and fosters an understanding and acceptance of the program by students, staff, parents, board of education and community.

b. Recommends and allocates financial support for an adequate vocational guidance staff with trained clerical assistants and the necessary facilities, equipment, and materials to enable them to work effectively.

c. Helps create a climate which enables the vocational guidance staff to carry out its functions.

d. Encourages a close working relationship between vocational guidance personnel and other staff members.

e. Provides for the development of vocational education services in which students may plan according to their abilities and participate appropriate, satisfying learning experiences.

f. Employs appropriate personnel to deliver the services of a vocational guidance program. This will require clerical support, distinct budgetary lines, and certified vocational counselors who are practitioners as well as consultants. Personnel involved in vocational guidance must be aware of the value of community agencies as they relate to the vocational guidance needs of the student.

g. Establishes a system for further planning and assessment of program. This assessment should be ongoing and monitored by a vocational guidance team.

h. Makes all K-12 staff members aware of their responsibilities in the delivery of the vocational guidance program. Each district should have on file a copy of its program along with supportive implementation dates. Districts should be able to demonstrate they have acted in good faith regarding expenditures and program time lines.

The effectiveness of a vocational guidance program will be furthered by school staff members who:

a. Perceive vocational guidance as an integral part of all classroom instruction.

b. Adapt a program of instruction to meet the varied needs, interests, and abilities of students.

c. Encourage effective use of available vocational guidance services by parents and students.

d. Stress the vocational and educational implications of subject matter.

VOCATIONAL GUIDANCE EVALUATION INSTRUMENT

	Yes	No
1. Does the program have a stated philosophy?	___	___
2. Is the local program congruent with the state plan for vocational education?	___	___
3. Does the program planning team include administrators, teachers, counselors, students and community representatives?	___	___
4. Were community attitudes and expectations toward career guidance, counseling and placement programs assessed?	___	___
5. Were educators' attitudes and expectations toward career guidance, counseling and placement programs assessed?	___	___
6. Were students' attitudes and expectations toward career guidance, counseling and placement programs assessed?	___	___
7. Is the program implemented in grades K-8?	___	___
8. Is the program implemented in grades 9-12?	___	___
9. Is the program designed to have impact on all students, including special or unique student populations?	___	___
10. Are vocational guidance activities arranged in a developmental sequence?	___	___
11. Is vocational guidance an integral part of each vocational course?	___	___
12. Is the vocational guidance program interpreted to the total school community?	___	___
13. Can lines of responsibility, authority, accountability and communication within the operational staff be identified?	___	___
14. Can vocational guidance expenditures be identified?	___	___
15. Can responsibility for budgeting and resource allocations be identified?	___	___
16. Are facilities, equipment and materials adequate?	___	___
17. Is clerical and support staff adequate?	___	___
18. Does the school district have properly certified vocational guidance counselors?	___	___
19. Does the vocational guidance staff (including professional, peer, clerical and volunteer) have appropriate certification?	___	___
20. Is input and/or feedback solicited from local vocational advisory committees?	___	___
21. Is there on-going program assessment and evaluation?	___	___

GUIDELINES FOR A VOCATIONAL GUIDANCE COUNSELOR

PHILOSOPHY

The vocational counselor has the major responsibility for assisting individuals to utilize their own resources, their environmental opportunities in the process of self-understanding, planning, decision making, and coping with problems relative to their developmental needs and to their vocational development. As a member of the school staff the vocational counselor believes that instruction and related experiences are not in themselves sufficient for achieving these goals.

The vocational counselor is a professional educator who has a background of successful training and experience in human relations and work experience in an occupation other than counseling or teaching. Each counselor has had specialized graduate level training in counseling and related guidance services, and has vocational certification.

Among the basic qualities, the vocational counselor possesses the following:

Commitment to Individual Human Values - The vocational counselor has a primary concern for the individual as a person whose feelings, worth, values, goals and success are important. The vocational counselor respects and appreciates individuality, including the right and need of those whom they counsel to find their own best values, to determine own goals, and to find ways to achieve these goals. Each is concerned with facilitating this process in a manner that is helpful to the individual and to society.

Alertness to the World - The vocational counselor is interested and informed about the world of work, the forces which affect the individual's vocational goals, and progress in achieving these goals.

Openmindedness - The vocational counselor has respect for a wide range of interests, attitudes, beliefs, and is willing to question the old and investigate the new. Each counselor is receptive to new ideas, achievements, and research findings.

Understanding of Self - The vocational counselor has an understanding of self and the ways in which personal values, feelings and needs can affect work. Each recognizes personal limitations and is able to judge when these limitations require referral to others who are better able to assist the counselee.

Professional Commitment - The vocational counselor is committed to counseling as a profession and works in harmony with other professionals to assist individuals in the development of their potentialities. Each has an appreciation of the responsibility to counselees and to society, and insists on sound practices to fulfill this responsibility.

In summary, the vocational counselor is dedicated to the idea that most individuals will enhance and enrich their personal development once they understand the environment in which they live and the relationship between it and work goals.

VOCATIONAL COUNSELING GOALS

1. The student develops appropriate feelings toward self and others.
   (Appreciations and Attitudes)

2. The student knows himself/herself and develops an appropriate personal value systems.
   (Self Awareness)

3. The student is able to use information in determining alternatives and reaching decisions.
   (Decision Making)

4. The student perceives the relationship between education and life roles.
   (Educational Awareness)

5. The student acquires knowledge of the wide range of careers.
   (Career Awareness)

6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.
   (Economic Awareness)

7. The student acquires and develops skills which are to extend themselves into the working community.
   (Beginning Competency)

8. The student develops social and communications skills appropriate to career placement and adjustment.
   (Employability Skills)

Guidance Activity Roles

1. The vocational counselor helps identify students for individualized placement--e.g., vocational programs to meet the unique needs of the students.

2. Vocational counselors should provide opportunities for students to understand their rights in relation to Title IX regulations.

3. Vocational counselors should provide workshops on community work/educational opportunities including apprenticeship and on-the-job training programs.

4. Vocational counselors should provide opportunities for students to take interest, aptitude and/or ability tests.

5. Vocational counselors should provide updated career/occupational information to students.

6. Vocational counselors may serve a liaison role in the community for the employment/placement of students.

7. Conferences should be held with business and industrial leaders in order to make opportunities available for individuals.

8. Vocational counselors should disseminate information regarding alternative and/or supplemental educational opportunities -- i.e., summer school, evening school, vocational programs.

9. Vocational counselors should encourage parent participation in the vocational planning process. This would allow both parents and students to develop an awareness of the wide variety of vocational opportunities.

10. Vocational counselors should coordinate career exploration experiences for students such as career fairs and field trips.

11. In addition to individual counseling, the vocational counselor may work with groups of students. Some groups may meet for the purpose of improving personal relationships while others may deal more distinctly with some vocationally related topics. These should include but not be limited to:

    a. Exploring careers
    b. Developing positive work attitudes
    c. Developing on-the-job work relationships with fellow workers and employers
    d. Developing job finding/keeping skills
    e. Planning a school program that is compatible with career plans
    f. Developing basic survival skills in order to effectively manage finances, leisure time and family responsibilities.

CONSULTANT ROLE

In a consultant capacity, vocational counselors should serve to strengthen the school's efforts to identify, understand, and recommend curricular offerings that relate to students' vocational needs.

The vocational counselor should have sufficient opportunities to participate in program planning, curriculum development and other school improvement efforts. Avenues of communication should exist so that vocational counselors may interpret their efforts and programs to students, teachers, administrators and parents. The vocational counselor must work closely with members of the administrative and teaching staff so that all of the school's resources are directed toward meeting the needs of individual students.

RESEARCH ROLE

Research in vocational guidance is concerned with the study of student needs and how effectively vocational guidance and vocational programs are meeting those needs. The vocational counselor takes leadership in determining the need for research, conducting or cooperating in research studies, and disseminating research findings.

Vocational Counselors:

1. Serve on vocational guidance committees which develop ideas and programs for local use.

2. Keep abreast of occupational and vocational trends in the community, state, and nation so as to better serve the needs of students.

3. Should develop assessment tools for evaluating their vocational guidance and counseling program in order to continually improve the quality of the service provided.

4. Participate in follow-up studies of graduates and use these results in helping students.

PHYSICAL ENVIRONMENT

Each counselor should be provided with a separate office free from external distractions, yet easily accessible from the main flow of student traffic. These offices should also be readily accessible from a main entrance for the benefit of parents and out-of-school persons.

The vocational guidance area should be furnished in a functional and attractive way with adequate space for testing materials, and for display and use by students of occupational and educational information. Separate rooms in the guidance suite should be available for testing individual students and working with small groups.

The vocational counselor's office should contain appropriate furniture and equipment. The essential pieces are a desk, a chair for the counselor and two or three chairs for visitors. There should also be a bookcase and filing equipment where records can be kept within easy reach.

EVALUATION INSTRUMENT VOCATIONAL COUNSELORS

DOES THE VOCATIONAL COUNSELOR:	Yes	No
1. have vocational certification?	___	___
2. identify students for individualized placement in vocational programs?	___	___
3. provide opportunities for students to understand their right and responsibilities as employees?	___	___
4. provide opportunities for students to understand Title IX regulations?	___	___
5. conduct workshops pertaining to local employment, education, and training opportunities?	___	___
6. administer interest, aptitude and ability tests?	___	___
7. provide updated occupational information?	___	___
8. receive calls from the community regarding employment opportunities?	___	___
9. have an understanding of and close relationship with the business community?	___	___
10. involve parents in the vocational guidance of individual students?	___	___
11. coordinate career fairs, field trips and similar activities in the community?	___	___
12. provide classroom or group guidance activities?	___	___
13. provide career exploration opportunities for individual students?	___	___
14. recommend curricular offerings that relate to a student's individual needs?	___	___
15. have a good, cooperative working relationship with the staff?	___	___
16. have a good, cooperative working relationship with parents?	___	___
17. have a good, cooperative working relationship with students?	___	___
18. provide information regarding job finding techniques, application procedures and single-living survival skills?	___	___
19. encourage and participate in the assessment of the school's guidance program?	___	___
20. study local and national occupational trends?	___	___
21. participate in follow-up studies of local graduates?	___	___